

Name	Diane Johnson
School	Star Elementary School
Course	ED550: Arts Powered Schools
Lesson	Celebrating Diversity Through the Arts – American Patriotism

Humanities Lesson Plan – Grade 4 -5
Visual and Performing Arts

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:

Cultural Context

Historical Context

Interrelationship of Arts

Content Knowledge:

01. Understand the historical and cultural contexts of the visual and performing arts.

1. Identify characteristics of music from two different historical periods.
2. Identify specific compositions as belonging to a particular era in music history.

02. Understand interrelationships among visual and performing arts disciplines.

1. Identify ideas and emotions that are expressed through music and other disciplines.

Explain the objective(s) of this lesson:

1. Students will be able to identify the similarities and differences between two patriotic compositions or songs.
2. Students will be able to identify the era in music history to which each song belongs.
3. Students will be able to identify ideas and emotions that are expressed through patriotic songs and visual arts examples.

Describe the activity that will help students fulfill the lesson objective(s):

1. Read the story of the Star-Spangled Banner. (Steven Kroll) Identify interesting facts regarding the historical significance of the War of 1812, the battle at Fort McKinley, and Francis Scott Key.
2. Show PowerPoint presentation of illustrations of the war, the flag as it hangs in the Smithsonian Institute, etc.
3. Sing the song.
4. Discuss the cultural significance and importance of learning, singing and knowing patriotic songs.

Suggested Materials:

Kroll, Steven, The Story of the Star-Spangled Banner: By The Dawn's Early Light", Scholastic Publishing Co., 1994.

Kent, Deborah, The Star-Spangled Banner, Chicago Children's Press, 1995.

Songs sheets for the Star-Spangled Banner

PowerPoint presentation CD for use in Library

Student/teacher preparation required:

Load PowerPoint presentation, set up equipment.

Length of lesson: 30 minutes

Assessment used to measure objective(s)

Informal Teacher Observation

Performance Rubric

Ideas for coordinating with other subject areas

English: writing & sequencing a story

Visual Arts: illustrating a story

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STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area:

Ethical Issue (legal, moral implications of the arts)

Content Knowledge:

Visual Arts:

1. Identify and evaluate characteristics of one's own work and works of others.

Explain the objective(s) of this lesson:

Students will be able to identify and evaluate the individual characteristics of one's own work and the work of others by describing the elements that are depicted in the illustrations of their individual representations of phrases of the Star-Spangled Banner.

Describe the activity that will help students fulfill the lesson objective(s):

1. Each student will choose a phrase or complete idea from verse 1 of the Star-Spangled Banner.
2. Each student will illustrate that phrase or idea by drawing a design that shows their understanding of how their design represents their individual phrase.
3. Students' artwork will be displayed and viewed by class members, and evaluated using descriptive words showing their understanding of the visual arts.

<p>Suggested Materials:</p> <p>Song sheets for the “Star Spangled Banner”</p> <p>Pencils</p> <p>Paper</p> <p>Crayons</p>
<p>Student/teacher preparation required</p> <p>Collect materials</p>
<p>Length of lesson: 60 minutes</p>
<p>Assessment used to measure objective(s)</p> <p>Informal Teacher observation</p> <p>Presentation rubric</p>
<p>Ideas for coordinating with other subject areas</p> <p>Language: Definitions of words</p> <p>Understanding ideas in a story</p>

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Sample Humanities Lesson Plan
Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression

Content Knowledge:

Visual Arts:

Reproduce an existing work, respecting the intent of its original creator.

Target Area:

Create work of art

Explain the objective(s) of this lesson:

1. Students will design and illustrate a representation of an American flag, choosing a specific era in United States history to represent.
2. Students will collectively create a large representation of the American flag that will be placed on a wall inside the school.

Describe the activity that will help students fulfill the lesson objective(s):
<ol style="list-style-type: none">1. Students in each class will choose a flag that has represented the United States over the past 200 years.2. Students will draw and color their chosen flag, to be displayed outside of their own classroom, along with the identifying era to which it belonged.3. Students will also participate in the designing, building, and decorating of one large representation of the American flag, representing the 50 states.

Suggested Materials:
Herman, John, <u>Red, White, and Blue; the Story of the American Flag</u> , Grosset & Dunlap, New York, 1998.
McCloskey, Susan, <u>Our American Flag</u> , The Wright Group Publishing, Inc., 2000.
Wallner, Alexandra, <u>Betsy Ross</u> , Scholastic, Inc., New York, 1999.
Student/teacher preparation required: Collect materials
Length of lesson: 60 minutes
Assessment used to measure objective(s) Informal Teacher Observation Presentation Rubric
Ideas for coordinating with other subject areas Language Arts: reading about the flag Spelling: use of patriotic words

